

Social Studies

Civics and Governments

The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.

SS:CV:1 The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

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| SS:CV:4: 1.1 | Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment) |
| Level 1 Entering | Draw or act out classroom rules as the teacher explains them (e.g., <i>Wait in line, Listen when others speak</i>). |
| Level 2 Beginning | Match social studies words/phrases with pictures of vocabulary dealing with the classroom rules (e.g., <i>equal, rights, rule</i>). |
| Level 3 Developing | Match content vocabulary (e.g., <i>equal rights, tolerance, etc.</i>) with situations illustrating these values, with a partner. |
| Level 4 Expanding | Discuss in small groups ways to promote tolerance as it relates to laws regarding civil rights. |
| Level 5 Bridging | Defend a group position on tolerance in written and/or oral form. |

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| SS:CV:4: 1.2 | Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights. (Themes: 1: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment) |
| Level 1 Entering | Match pictures of school spaces and town buildings with pictures showing their proper use. |
| Level 2 Beginning | Describe orally the functions of government workers (e.g., firemen, police, mayor, librarian, judge), using illustrations from a picture dictionary and a word bank. |
| Level 3 Developing | Create rules to govern the use of public spaces (e.g., <i>No skateboarding on the tennis court</i>), using pictures or signs, in small groups. |
| Level 4 Expanding | Compare and contrast rules/laws governing the use of public spaces (e.g., public library vs. school library). |
| Level 5 Bridging | Discuss in a small group the rules/laws for how town and school spaces are used; then write an individual summary of the discussion. |

SS:CV:2: Structure and Function of United States and New Hampshire

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Government: Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

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| SS:CV:4: 2.1 | Identify the individual functions of the three branches of government and the organization of New Hampshire state government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) |
| Level 1 Entering | Create diagrams of the school body (administration and students) and state government officials, using illustrated information provided by the teacher, in small groups. |
| Level 2 Beginning | Describe, in single words or short phrases, the roles and responsibilities of school administration and government officials, using graphic supports (e.g., charts, tables), with a partner. |
| Level 3 Developing | Categorize statements of roles and responsibilities as executive, legislative, or judicial, with a partner. |
| Level 4 Expanding | Conduct interviews with school administrators and/or state officials; then, in a small group, compare and contrast roles and responsibilities and how they relate to the three branches of government, using a Venn diagram. |
| Level 5 Bridging | Demonstrate through role playing the roles and responsibilities of state government officials and how they relate to the three branches of government. |

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| SS:CV:4: 2.2 | Explain how laws and/or policies are made at local and state levels. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority.) |
| Level 1 Entering | Sequence a set of pictures showing how laws and/or policies are made, with a mentor. |
| Level 2 Beginning | Write phrases or short sentences, with a partner and using a word bank, describing a set of pictures showing how laws and/or policies are made. |
| Level 3 Developing | Describe the process of how laws and/or policies are made, in a small group. |
| Level 4 Expanding | Show understanding of how laws are made by forming a mock community and creating laws for it, in small groups. |
| Level 5 Bridging | Explain the process of creating new laws in a mock community, in the local government, or in NH, using the textbook. |

SS:CV:3: The World and the United States' Place In It: Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

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| SS:CV:4: 3.1 | Explain that the world is divided into different countries with their own governments and that all governments are not the same. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) |
| Level 1 Entering | Match the words <i>monarchy</i> , <i>democracy</i> , <i>dictatorship</i> , <i>traditional</i> to drawings that represent each type of government, with a mentor. |
| Level 2 Beginning | Match countries to their types of government, with a partner and using an atlas or gazetteer (when possible, use countries represented by members of the school community). |

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| Level 3 Developing | Describe, in small groups, the basic features of different country's governments, with the use of internet resources. |
| Level 4 Expanding | Compare and contrast, in small groups, the features and functions of two types of governments. |
| Level 5 Bridging | Create a presentation, in a small group, describing the features and functions of the governments of a country, and present it to the class. |

SS:CV:4: Rights and Responsibilities: Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

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| SS:CV:4: 4.1 | Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority) |
| Level 1 Entering | Match statements of certain fundamental rights with illustrations of those rights, with a partner. |
| Level 2 Beginning | Make a poster illustrating certain fundamental rights of citizens, (e.g., freedom of speech and religion), with a mentor. |
| Level 3 Developing | Role play some fundamental rights (e.g., voting, freedom of assembly), in a small group. |
| Level 4 Expanding | Present an oral explanation of a fundamental right that citizens have, with an illustration. |
| Level 5 Bridging | Paraphrase in writing the most important rights in the Constitution. |

History

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

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SS:HI:1: Political Foundations and Development: Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.

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| SS:HI:4: 1.1 | Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction) |
| Level 1 Entering | Make a time line by drawing pictures of the important events in the life of a political figure, after listening to a simplified, illustrated story of the person's life. |
| Level 2 Beginning | Role play a short, simple scripted interview with a famous political figure, in pairs. |
| Level 3 Developing | Sequence the main events found in a leveled biography of a key political figure, in pairs and using a timeline. |
| Level 4 Expanding | Fill in a graphic organizer after reading a leveled biography of a key political figure. |
| Level 5 Bridging | Write a biography of a particular key political figure, using notes. |

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| SS:HI:4: 1.2 | Trace the political development of New Hampshire governance, e.g., self-government in early settlements or the development of current forms of local government. (Themes: A: Conflict and Cooperation) |
| Level 1 Entering | Match labels to pictures of important steps in the development of government in New Hampshire, (e.g., Governor Wentworth, statehood), with a partner. |
| Level 2 Beginning | Match sentences to pictures on a timeline of the development of government in New Hampshire, (e.g., Governor Wentworth, statehood) with a partner. |
| Level 3 Developing | Produce sentences and illustrations describing the development of government of New Hampshire, using a time line and a word bank, in a small group. |
| Level 4 Expanding | Discuss the political development of the government in New Hampshire in pairs; then summarize the discussion in writing, using a word bank. |
| Level 5 Bridging | Produce a written summary of the development of government in New Hampshire, using a word bank. |

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| SS:HI:4: 1.3 | Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment) |
| Level 1 Entering | Match pictures/realia of New Hampshire celebrations, monuments, and symbols, with words/phrases, in pairs. |
| Level 2 Beginning | Create phrases or short sentences to describe illustrations of national and New Hampshire celebrations, monuments, etc., in pairs. |
| Level 3 Developing | Describe orally to the class New Hampshire and national celebrations, monuments, etc., from information found in leveled text, working in a small group. |
| Level 4 Expanding | Summarize in an essay information about a state and/or national monument, celebration, etc., using a graphic organizer. |
| Level 5 Bridging | Explain why a certain state or national monument, celebration, etc. is important, orally or in writing. |

SS:HI:2: Contacts, Exchanges & International Relations: Students will demonstrate an understanding of the events, actions and policies of

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our nation in relation to other peoples and governments over time.

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| SS:HI:4: 2.1 | Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs) |
| Level 1 Entering | Name different ethnic groups that inhabit or have inhabited the U.S., beginning with those represented in the classroom population, using pictures and a word bank, and working in small groups. |
| Level 2 Beginning | Match information from oral descriptions of historical interactions between different ethnic groups that settled in the U.S. to pictures, in pairs (e.g., teacher describes first encounter between native Americans and early European settlers and students identify the correct picture). |
| Level 3 Developing | Identify various groups of settlers that came to the U.S. and the reasons why they settled where they did, in a group discussion. |
| Level 4 Expanding | Summarize readings about the early settlers from leveled readers and the internet, and make a presentation to the class, in small groups. |
| Level 5 Bridging | Make predictions of future immigration trends based on current events, in a small group; then write individual summaries of the discussion. |

SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

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| SS:HI:4: 3.1 | Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) |
| Level 1 Entering | Match teacher statements about an individual's ideals that have affected life in the U.S. to pictures of those individuals, with a partner. |
| Level 2 Beginning | Listen to a leveled biography about how someone's ideals have affected life in the U.S.; then complete a graphic organizer (e.g., a 2-column chart showing ideals in one column and their effects in the other). |
| Level 3 Developing | Choose a person who profoundly affected life in the U.S. and orally describe what he/she said/did, in a small group. |
| Level 4 Expanding | Select a person who profoundly affected life in the U.S. and describe in writing what he/she said/did, with a partner. |
| Level 5 Bridging | Write and perform a skit showing how a particular individual's ideals have influenced life in the U.S. |

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| SS:HI:4: 3.2 | Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire. (Themes: J: Human Expression and Communication) |
| Level 1 Entering | Match works of art showing major historical events with the ideas, values, or conflicts they reflect (e.g., <i>Washington Crossing the Delaware</i> matched with independence). |
| Level 2 Beginning | Listen to patriotic songs (e.g., <i>Star Spangled Banner</i> , <i>My Country 'Tis of Thee</i>) and complete a cloze activity, individually. |

ELL CO-OP PLC WIDA/GSE Alignment Project

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| Level 3 Developing | Listen to and follow along with the lyrics of a patriotic song and discuss its importance, in a small group. |
| Level 4 Expanding | Create a piece of art, a song, or a story that exemplifies a defined period of American history, individually. |
| Level 5 Bridging | Interpret a piece of American Literature, artwork, or song, and produce a skit based on that interpretation, in a small group. |

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| SS:HI:4: 3.3 | Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication) |
| Level 1 Entering | Listen to music from around the world and identify the cultural group it came from, from a list provided by the teacher, in small groups. |
| Level 2 Beginning | List the cultures found in the U.S., beginning with those represented in the classroom population and adding others from information found on the internet, in small groups. |
| Level 3 Developing | Create a list of how different cultures have enhanced our literature, songs, and works of art, with a partner. |
| Level 4 Expanding | Discuss in a small group the influences of other cultures on our nation's art, music, and literature, and independently write a paragraph summarizing the discussion. |
| Level 5 Bridging | Choose an "American" holiday and discuss in a small group how it was influenced by other cultures; then write an individual summary of the discussion. |

SS:HI:4: Economic Systems & Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

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| SS:HI:4: 4.1 | Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society) |
| Level 1 Entering | Sort agriculturally-produced vs. industrially-produced items, using a group of real life objects, with a partner. |
| Level 2 Beginning | Respond, with a partner, to teacher-given questions based on hearing a simple description of the transition from trading to buying and selling in early American civilization. |
| Level 3 Developing | Arrange information on a cause and effect graphic organizer, with a partner, showing how the transition from trading to buying and selling in early American civilization led to change in economic productivity. |
| Level 4 Expanding | Provide examples in writing of how buying and selling led to industrialization using information gained from outside resources. |
| Level 5 Bridging | Identify and explain in writing trends in economic productivity based on current supply and demand. |

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| SS:HI:4: 4.2 | Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) |
| Level 1 Entering | Identify examples of technology, using realia and printed material found in the classroom, with a partner. |
| Level 2 Beginning | Make inferences as a whole class about how technology has changed. |

ELL CO-OP PLC WIDA/GSE Alignment Project

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| Level 3 Developing | Make predictions in small groups about why the technology changed. |
| Level 4 Expanding | Discuss in small groups how and why technology changed society and complete a graphic organizer. |
| Level 5 Bridging | Research the technological development of one item from a category (e.g., music, housing, transportation, etc.) and explain the impact that this technological invention has had on society. |

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| SS:HI:4: 4.3 | Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society) |
| Level 1 Entering | Identify well-known stores from a list provided by the teacher as small or large, using pictures if needed, with a partner. |
| Level 2 Beginning | Discuss attributes of large stores and small stores, in a small group, and record findings on a Venn Diagram. |
| Level 3 Developing | Research pricing using advertising flyers, in a small group; then analyze price differences between small and large stores. |
| Level 4 Expanding | Create a Venn diagram showing small store pricing vs. large store pricing, in a small group; then write an individual paragraph explaining that information. |
| Level 5 Bridging | Debate the advantages and disadvantages of small stores vs. large stores and their impact on the U.S. economy. |

SS:HI:5: Social/Cultural: Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

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| SS:HI:4: 5.1 | Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) |
| Level 1 Entering | List as a class the various ethnic and religious groups found in NH, beginning with those represented in the classroom population |
| Level 2 Beginning | Match objects and/or pictures of objects brought in by the teacher with the NH ethnic group that made the objects, with a partner, and using a list of ethnic groups provided by the teacher. |
| Level 3 Developing | Illustrate a contribution from a particular ethnic or religious group. |
| Level 4 Expanding | Discuss in a small group the contributions of the different ethnic and religious groups to NH history and culture; then write an individual summary of the discussion. |
| Level 5 Bridging | Create a project (poster, power point, etc.) illustrating how a particular ethnic or religious group has contributed to NH history and culture. |

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| SS:HI:4: 5.2 | Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) |
| Level 1 Entering | Sort labeled pictures of major events on a T-chart labeled <i>national</i> and <i>state</i> events, in small groups. |

ELL CO-OP PLC WIDA/GSE Alignment Project

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| Level 2 Beginning | Describe pictures of major national and state events that have impacted everyday life, in pairs and using single words or short phrases. |
| Level 3 Developing | Explain orally, to a partner, what you think happened during a particular national or state event chosen from a list of events supplied by the teacher, and explain why you think it was an important event in history. |
| Level 4 Expanding | Create a graphic organizer answering <i>Who? What? Where? When?</i> and <i>Why?</i> about a particular national or state event chosen from a list of events supplied by the teacher, with a partner and using reference materials. |
| Level 5 Bridging | Write a newspaper article using a completed graphic organizer answering <i>Who? What? Where? When?</i> and <i>Why?</i> about a particular national or state event chosen from a list of events supplied by the teacher, with a partner and using reference materials. |

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| SS:HI:4: 5.3 | Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) |
| Level 1 Entering | Label pictures of the roles of women and children across generations in students' own families, with a partner. |
| Level 2 Beginning | Identify the roles of women and children in society today, using pictures and a word bank, in small groups. |
| Level 3 Developing | Sequence sentences to produce a timeline that depicts changes in the roles of women and children over the past 100 years, with a partner or in a small group. |
| Level 4 Expanding | Construct sentences, with a partner and using reference materials, to describe the roles of women and children over the past 100 years. |
| Level 5 Bridging | Create scripts for two skits, in a small group, portraying family life in 1900 and 2010, and showing the changes in the roles and lives of women and children; then perform the skits for the class. |

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| SS:HI:4: 5.4 | Explore attitudes towards diversity, e.g., segregation or inclusion. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) |
| Level 1 Entering | Define <i>same</i> and <i>different</i> , using illustrations and words from a word bank. |
| Level 2 Beginning | Create a Venn Diagram based on pictures of two culturally diverse people, with a partner. |
| Level 3 Developing | Create a list comparing and contrasting the student with a partner; then discuss each list and record similarities and differences on a Venn Diagram. |
| Level 4 Expanding | Identify and describe the attitudes towards diversity found in a short story or video, in pairs, and write sentences explaining these attitudes |
| Level 5 Bridging | Discuss in a small group the reasons for the attitudes towards diversity found in a short story or video; then write an individual summary of the discussion. |

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| SS:HI:4: 5.5 | Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity. (Themes: C: People, Places and Environment, F: Global Transformation, H: Individualism, Equality and Authority) |
| Level 1 Entering | Identify on a world map the U.S. and countries that students and their families came from, with a partner and using a list of countries provided by the teacher. |
| Level 2 Beginning | Produce short sentences about why students' families are here, using a sentence stem and word bank. |
| Level 3 Developing | Make a list of reasons, in pairs, about why various groups move to the U.S. |
| Level 4 Expanding | Write a paragraph explaining why various groups came to the U.S., using reference materials, with a partner. |
| Level 5 | Create and perform a skit, in a small group, depicting why a particular group came |

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| Bridging | to the U.S. |
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